



## REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<b>Date:</b> 2/26/2013	<b>Interviewer:</b> Laura Eckert	<b>RFA #13 – 06</b>
<b>Person(s) Requesting Assistance:</b> [REDACTED]		
<b>Contact Numbers (telephone, e-mail, etc.):</b> [REDACTED]		
<b>Status of Person(s) Interviewed (title, position, student status, etc.):</b> Student		
<b>Requested Assistance Pertaining To (name, position, policy, project, etc.):</b> Testing center		

To the best of your knowledge, please fill out the following:

Interviewee Status:    Male ☐ Female ☒    Administrator ☐ Faculty ☐ Staff ☐ Student ☒  
 Concern Regarding:    Male ☐ Female ☐    Administrator ☐ Faculty ☐ Staff ☐ Student ☐

**Category:** *(Please check at least one)*

- |   |  |   |   |   |
|---|--|---|---|---|
| <input type="checkbox"/> Age            | <input type="checkbox"/> Color             | <input type="checkbox"/> Creed              | <input type="checkbox"/> Disability                       | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin   | <input type="checkbox"/> Race               | <input type="checkbox"/> Religion                         | <input type="checkbox"/> Retaliation    |
| <input type="checkbox"/> Sex/Gender     | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Gender Identity<br>or Expression | <input type="checkbox"/> Employment     |

Time Line		
Date	Item	Comments
2/22/13	Anna Blick t/c with Laura Eckert	Ann explained [REDACTED] concern. Anna said DRS can accommodate almost any type of exam. She also said that according to [REDACTED] the extra credit opportunities [REDACTED] mentioned to [REDACTED] were available to all students, so [REDACTED] would still lack an opportunity for 7 points that was available to other students.
2/22/13	Anna Blick refers [REDACTED] to EOO	
2/26/2013	Intake w/ LE	[REDACTED] is a sophomore [REDACTED]. Concern is regarding [REDACTED] with [REDACTED]. This is [REDACTED] first quarter using the testing center. On Monday, 2/4, she took the midterm in the testing center and had the same amount of time as the rest of the class. He offered extra credit on the test administered in class, but not on the one she was given. On 2/5, [REDACTED] emailed [REDACTED] saying she heard there was extra credit on the test and asking if her copy had been missing a page. He emailed back that students had to be in the classroom for the test to receive extra credit. The extra credit

		<p>was four short answer questions about proteins.</p> <p>██████ changed the date of the next test, so he had to sign a form stating that the test date had moved. ██████ does not want him to dislike her for using the testing center. This week, ██████ went to the testing center to pick up the purple form that ██████ needs to sign and to tell them that if it's okay for faculty to not give students extra credit options when they take tests in the testing center, she was going to stop taking tests there.</p> <p>██████ is seeking equal opportunity when taking tests in the testing center. She wants the opportunity to get 6-7 points as the other students did and wants the same opportunity for extra credit work going forward.</p>
3/1/13	Anna email to ██████ ██████ response to Anna, forwarded by Anna to LE	<p>Left a phone messaged earlier this week. Please call re: ██████.</p> <p>██████ responded he is out of town and won't be back till late next week. ██████ was given an alternative extra credit opportunity, so I consider this matter closed. It is her option to complete that option or not."</p>
3/1/13	Laura t/c with Anna	Another ██████ student has the same concern. When the student asked Professor ██████ he said he wasn't going to give extra credit and if the student had a problem with it he could talk to the chair.
3/15/13	Email from ██████ to ██████ and response from ██████. Email chain forwarded to Laura Eckert by ██████ on 4/8/13	<p>David Brunnemer met with ██████ about ██████ concern. Via email, ██████ asks ██████ to give her a statement that grades for all students will be based on the same number of points.</p> <p>██████ replied to ██████ that he has already provided the requested information and the "issue was resolved weeks ago." He sent a separate reply stating that "the points for all my sections of ██████ will be based on precisely the same number of points as clearly outlined in the syllabus. There will be no exceptions."</p>
4/1/13	LE t/c w/Anna	Anna did not have success talking with ██████. David talked with ██████, who talked with the professor. Anna thinks all is good for ██████ now.
4/4/13	o/c Sue, LE, David	Anna will check in w/ ██████. EO will call ██████ about ██████ and the points.
4/10/13	LE t/c w/David	██████ still uncertain. Seven points she feels she didn't have access to. David thinks a face-to-face with ██████ is good way to proceed. David talked with chair and feels chair has done her best. Need to see professor's grade book; needs to show all students had access to same number of points.
4/10/13	LE t/c to ██████, left message	EO knows ██████ met with DRS and understands ██████ is still uncertain about resolution. EO needs to know whether ██████ ever got the opportunity to earn the 7 points.
4/10/13	██████ l/m for LE	In class, will call at noon tomorrow.
4/11/13	██████ t/c to LE	██████ has no confidence in how the issue was resolved. ██████ said he would not let it impact ██████ grade. He said this out of context in an email and she doesn't know what it meant. He gave the entire class lots of extra credit opportunities. She should not have to take any other classes with him. She got a B- and doesn't know if the lack of opportunity for those points impacted her grade.
4/11/13	LE l/m for ██████	██████ has not received a satisfactory response; EO wants to meet with the professor next week, please call.

4/13/13	email to Anna	In response to question from Anna, informs her that has not offered her alternative extra credit, but has offered a lot of extra credit to the class that she has done. When she sought help from him recently, "he was very helpful and much nicer than my previous personal encounters with him."
4/17/13	Sue t/c with	said didn't offer her the extra credit 7 points that other students received on the test. She attempted extra credit on the second test but didn't provide the answers he was looking for. The second test was the same as he gave to other students. He also offered the class 10 extra points twice to write a paper on two different articles. did both and thinks she got some of the points. But she still never had the opportunity to earn a potential 7 additional points. During dead week, he sent her an email saying don't worry about the extra credit, he wouldn't let it affect her grade.
4/23/13	SGS meeting with	<p>Sue met with He said that the reason that the initial extra credit of approximately 6 points on the first mid-term was not on her test administered by the DRS was because they needed it ahead of time and came up with the idea at the last minute, at which point he'd already emailed the exam to DRS. He thought about . When raised it with him, he thought he made clear that she could do an extra reading assignment (one more than other students got). She came in and asked a second time and he said the same thing. He was surprised when she complained at end of quarter because he thought she understood. She didn't take advantage of the extra credit reading/writing options. has sent emails apologizing and trying to be sure she understood she wouldn't be disadvantaged.</p> <p>still wants to turn one in, will accept it. actually had an additional four points possible, compared to all other students.</p> <p>forgives the lowest midterm score and "got elevated by the fact that her 2<sup>nd</sup> midterm score wasn't that great."</p> <p>Normally doesn't accept anything late but if she is really upset and feels she has been singled out, he'd be willing to accept one more 10 point reading and writing assignment. He'd like to see it as soon as possible.</p> <p>feels awful that feels she's been singled out and she absolutely has not been. He's tried to convey this. By allowing her to turn in this extra assignment, it show her he hasn't singled her out and hopes to regain her trust. wants to make clear that is always welcomed in his classroom and he'll try hard to eliminate any misunderstandings in the future.</p>
5/8/13	Emails b/w and	Resolution reached. gave three articles to choose from. chose an article about lipid rafts and submitted a summary reiterated that is always welcome in his classroom.
	Sue meeting with	Sue met with , who indicated she is satisfied with the outcome.